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ABSTRACT

A description is given of a physical education course in outdoor education for junior and senior high school students. Sports featured are hunting, fishing, and backpacking. For each sport the objectives and activities are described and needed materials listed. Included in this booklet is an outline of an eighteen week semester of lifetime sport activities. (JD)

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OUTDOOR EDUCATION/RELATED ACTIVITIES
INSTRUCTION FOR STUDENTS IN GRADES 7-12

Special Consultant

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University of Nebraska-Lincoln

Part I

Hunting, Fishing, Backpacking
Other Related Units

Part II

Elective Off-Campus Program

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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I. Introduction

The suggestions listed as possible programs for a senior high physical education curriculum are done so with the following philosophy in mind.

That we teach our young people to have fun in the outdoors through the teaching of lifetime sports. They in turn will come to grips with a form of recreation that they might pursue for the remainder of their lives. They may also learn to respect our environment and teach others the proper respect our environment needs in order to preserve it.

Much of this program was designed by Mr. Jim Kline, Outdoor Education Instructor, Inglemoor High School, Bothell, Washington. A special thank you is due Jim, for his ideas and thoughts.

II. Program

The programs found in this supplement can be used in any sequence that the instructor sees fit. The units are broken into four different time periods: (1) hourly, (2) one week, (3) two weeks, and (4) classroom and field experience.

1. Hourly Units - 55 minutes daily

   A. Hunting and Fishing Regulations/Fish and Game Distribution in Nebraska

      a. 3-hour unit

   B. Preparation, Care, and Utilization of Game Meats and Fish

      a. 4-hour unit

   C. Government Agencies, Sportsmen Clubs and You

      a. 3-hour unit

   D. Fishing Etiquette, Boating and Fishing Safety

      a. 2-hour unit

2. One Week Units - 55 minutes daily

   A. Hunting: Its Relationship to Ecology, Conservation, and Man

   B. Hunter Safety Course

   C. Hunting Methods and Equipment

   D. Map and Compass

3. Two Week Units - 55 minutes daily

   A. Marksmanship and firearm safety

   B. Archery

   C. Rods, Reels, Lures, Flytying

   D. Survival Education and Emergency Preparedness

4. Classroom and Field Experience

   A. Methods and Types of Game Fishing

      a. 3 weeks and 2 days field experience

   B. Backpacking

      a. 3 weeks and 1 field experience

   C. The Outdoor Experience and Man

      a. 2 hours of classroom for 1 week and 3 hours of field experience

Each unit will have possible goals, objectives, activities, and materials needed which may or may not be used by the instructor. The instructor will have to be innovative in most cases to supplement what is proposed as possible for senior high students.

1. HOURLY UNITS

A. Hunting and Fishing Regulations and Fish and Game Distribution in Nebraska

Goals

The student will increase his knowledge of the laws governing fishing and hunting in Nebraska and will also learn to identify the different species of fish and game.

Objectives

1. The student will learn to identify 25 of Nebrask's game fish and big game.
2. The student will become knowledgeable of the fish and game laws in Nebraska.

Activities

Students can prepare from outdoor magazines, photos, plaster casting, etc. a display of all the different fish and game species in Nebraska The students can read Nebraska's fishing regulations as well as the game regulations; and then discuss the regulations in class.

Films and Speakers.

Materials

Films: Such as Wild Heritage and Runaways in the Wild (Modern Film Service). Copies of Nebraska's Hunting and Fishing Regulations. Speakers from sporting goods stores and/or Nebraska Game and Parks Commission.

B. The Preparation, Care, and Utilization of Game Meats and Fish

Goals

Students will learn the causes for loss of wounded game animals in the field in hopes of preventing this needless waste. He will also learn the skills of dressing, cleaning, and caring for game animals. The student will learn various ways of preparing fish and big game meats that make for a wide variety of uses and some great eating.

Objectives

Students will be able to:

1. Identify the anatomy of big game and mark vital areas.
2. State the specific causes of meat loss by spoilage.
3. Illustrate by sketch the cuts used in ventral dressing.
4. Relate acceptable procedures for cooling, transporting, and aging game meat.

Activities

Display and explain the assorted gear a hunter needs in the field to care for big game. Review principles of marksmanship and anatomy of big game animals. Read various handouts relating to the unit.

Worksheets: How to butcher and wrap your own game meat. How to gut a game animal. Demonstration of different ways to cook game meats. Home Economics teacher could possibly do this. Demonstration of how to make sausage and jerky and also how to smoke fish and game meats.

Materials

Display: Knives, whetstone, rope, belt axe, garbage can bag for liver and heart, clean cloths.

Handouts, speakers, people and equipment for demonstrations.

C. Governmental Agencies, Sportsmen Clubs and You

Goals

The goal of this unit is to acquaint the student with the governmental bodies governing hunting. To familiarize the students with clubs that are geared towards improving hunting and fishing and to teach the student

to be active in promoting congressional action that concerns sportsmen. The student will increase his knowledge of property rights and learn to practice respect for another person's property.

Objectives

1. The student will learn how many sportsmen organizations are involved in helping to improve and maintain the sport of hunting and fishing.
2. The student will learn how the Nebraska Game and Parks Commission functions.
3. The student will learn about other governmental agencies involved in hunting.
4. The student will learn how to formulate a letter to his/her congressman.
5. The student will learn that all property has ownership and that the hunter must respect the private landowner and ask permission before using private lands.

Activities

Discuss how the following organizations relate to hunting and fishing:

Nebraska Game and Parks Commission, Bureau of Outdoor Recreation, Environmental Protection Agency, U. S. Forest Service, Department of Soil Conservation, and Bureau of Land Management.

The students are taught the format for writing a letter to their congressman. The student is assigned to draft a mock letter to their congressman.

Guest speakers. Have students read materials relating to the unit.

Materials

Literature from the different sportsmen organizations. Develop your own list of things a hunter should or should not do on private land. Hunter safety handbooks. NRA materials on the hunter and the landowner.

D. Fishing Etiquette, Boating and Fishing Safety

Goals

The goal of this unit is to teach the student sportsmanship and safety in the many forms and varieties of fishing.

Objectives

1. The student will learn the importance of good bank and boat manners.
2. The student will learn to be litter conscience.
3. The student will learn the art of using a wading staff and bouyant vest.
4. The student will learn basic principles of boating as they relate directly to the fisherman.
5. The student will learn the basic kinds of boating craft used in fishing.

Activities

Lecture on the increased antimosity being generated between the bank fisherman and boat fisherman, and relate simple sportsmen principles that will resolve this problem. Field trip - the location of this trip depends on the time of year and the fishing seasons that are open. The class goes fishing and during the trip litter is picked up. The class is shown the proper way of wading fast water streams with a wading staff and is shown a tackle vest that is bouyant. Guest speakers.

Materials

Schedule field trip two weeks in advance. Hip boots, wading staff, bouyant vests, litter bags, speakers.

2. ONE WEEK UNITS

A. Hunting: Its relationship to ecology, conservation, and man

Goals

The student will learn the reasons why people hunt and the role the hunter plays in wildlife management. He will learn the relationship between reproduction cycles, habitat maintenance, and hunter harvest. He will learn that the greater his scope of understanding the out-of-doors and the interrelationship of its life support systems, the greater will be the satisfaction and enjoyment from the hunting experience.

Objectives

The objective of this unit is to impart the following knowledge to the students:

1. The student will learn that hunting is a very admirable sport with great historical traditions that relate directly to the harvesting and complete utilization of surplus game animals.
2. The student will learn that historically the role of the hunters and fishermen in wildlife management is very great, for they have, and still do, pay almost the entire tab for conservation and wildlife management practices in our country.
3. The students will learn that wildlife is a renewable resource and that the greatest threat to wildlife today is the loss of habitat.
4. The student will learn that if the sport of hunting is to continue to be enjoyed in our country, the "slob hunter" must be eliminated and that it is only through actively concerned, and politically minded sportsman that this can be achieved.
5. The student will learn that by being knowledgeable of the outdoors and of nature leads to a greater satisfaction and enjoyment of the hunting or fishing trip ahead.

Activities

1. Class lecture and discussion relating to the objectives of this unit.
2. A nature walk pointing out the different life support systems and their relationships.
3. Class handouts from any readings that one may find at the Nebraska Game and Parks Commission.
4. Class discussion of what is a "slob hunter" and the principles of good sportsmanship and what makes a person a good sportsman are brought about here.
5. Possibly show slides illustrating "slob hunters" and their effects on wildlife and habitat to the students.
6. Could possibly have guest speakers.

Materials

Nebraska Game and Parks Commission Materials. Any other material that might be suitable for this unit.

B. Nebraska Game and Parks Commission: Hunter Safety Course

Goals

The student will learn the operating principles of standard hunting firearms, and practice the established safety principles when using firearms. The student will also learn and practice the established principles when using a bow and arrow.

Objectives

The students will learn to:

1. Identify and explain the function of the basic parts of the rifle.
2. Identify basic types of hunting firearms.
3. Demonstrate a knowledge of the primary rules of safety by demonstrating the proper gun handling techniques.
4. Learn and practice the ten commandments of shooting safety.
5. Demonstrate the proper safety techniques for hunting with bow and arrow.

Activities

1. Observation and handling of examples of hunting, firearms, etc., .22 caliber rifle, pellet guns, large bore rifles, and shotguns.
2. Discuss the use of each type of gun for various game animals.
3. Possible reloading demonstration of both rifle and shotgun.
4. Study the legal restrictions for different types of hunting--Nebraska Game and Parks Commission.
5. Show how to cross fences with guns, transporting them in cars, and how to carry guns in the field.
6. Study the Nebraska Hunter Safety books and take the Nebraska Hunter Safety examination.
7. Relate some of the careless gun accidents that occurred in the State of Nebraska in 1976.

8. Archery hunting equipment along with the latest safety techniques demonstrated.
9. Possibly have a state game officer speak to the class.

Materials

Guns of various types. Catalogs from various companies, e.g. Remington or Winchester. Nebraska State Game Regulations. Nebraska Hunter Safety materials. Qualified instructor for the Hunter Safety Program. Instructor and student handbooks. Examinations. NRA Hunter Safety Handbook. NRA Home Safety Handbook for Firearms. Statistics of firearm accidents.

C. Hunting Methods and Equipment

Goals

The goal of this unit is to acquaint the student with the different types of clothing needed when hunting different game species and also the many different methods that can be used in hunting game.

Objectives

The student will learn:

1. The items that he should carry in a backpack or ruck sack when hunting.
2. The proper type of clothing to wear with the relationship to the game animal being hunted and the method of hunting employed.
3. The variety of methods used in the hunting of game animals.

Activities

The class is shown the items that a hunter should carry in a pack on his back and use for each of these items is explained.

The class is shown the proper dress that should be worn for different types of hunting.

The class will be shown the different types of camouflage clothing for archery and waterfowl hunting.

The class will be shown the different types of hunting pants for upland bird hunting. The class will be shown the various types of foot-wear that should be worn for the various types of hunting.

The class could be given a field experience illustrating the different methods of hunting, 1) still hunting, 2) stalking, 3) drive hunting, and 4) camera hunting.

Assorted class projects are assigned such as studying the feeding habits of a particular species of game.

Identify the different animal tracks found in the field. Make plaster casts. Show the class the different methods of calling game.

Materials

Hunters pack containing:

Knife, rope, survival kit, extra clothing and socks, extra gloves, sun glasses, fire starter, matches, binoculars, camera, H_2O container, extra shells, whistle, flashlight, first aid kit, hunters clothing.

Instructors, 25 pounds of plaster of paris, camera film, game calls, local sporting goods dealer.

D. Map and Compass

Goals

The student will learn how to navigate safely from one location to another and back again using visual landmarks, area maps, signs, mental maps, and a compass to find the route. They will learn how to pre-plan wilderness trips from topographical maps with the aid of a compass.

Objectives

The students will be able to:

1. Observe and recognize landmarks of navigational value when traveling.
2. To utilize directional aids when traveling. (map, compass, etc.)
3. To teach the students that when they embark upon a trip into the wilderness the responsibility is theirs alone to make sure of where they are going and how to return.
4. Pre-plan a wilderness trip.

Activities

1. Class lecture on simple outdoor navigation.
2. Lecture and demonstrations of different types of maps and how to read a topography map.
3. The compass and its uses.
4. Field demonstrations on using visible land marks or a compass to orientate a map.
5. Compass activity course that students run and then exercise in orienteering.
6. Lecture on aids to general direction finding such as sun, North Star, wind, section lines, valleys, and ridges.
7. Student project: Pre-plan a wilderness trip that you plan to take someday giving distance to be traveled per day, compass bearings, alternate routes, baselines, objective lines, camp sites, and approximate times for distance traveled.

Materials

Text: Be Expert with Map and Compass
Maps: Topographic -- enough of the same maps for everyone
Compasses, guest speakers, reference books and films.

3. TWO WEEK UNITS

A. Marksmanship and Firearm Safety

Goals

To familiarize the students with the physical skills of firearm safety and a very enjoyable activity throughout life.

Objectives

1. Students will be able to demonstrate the established principles of firearm safety on and off the shooting range.
2. Students will learn the operating principles of all standard sporting firearms.
3. Students will learn basic ballistics, including powder, bullets, casings, pressure trajectory, and velocities.
4. Students will learn basic firearm safety in the home, car, and field.
5. Students will learn marksmanship skills and have a chance to compete with the skills they have learned.
6. Students will learn how to care for and store firearms safely in the home.

Activities

1. Possible guest speaker to introduce firearm safety and demonstrate the different types of sporting firearms.
2. Introduction to the rifle range, the safety rules and procedures, and of the different competitive shooting sports.
3. Familiarization with the operating principles of the pellet rifle.
4. Learning to sight a rifle and actually shooting it.
5. Learning and shooting from the different competitive shooting positions. (standing, kneeling, sitting, and prone)
6. Competition in a shooting tournament in class as individuals and teams.
7. Demonstration of how to cross a fence individually and with a partner.
8. Demonstration of how to load rifles into a car and secure rifles from a car both individually and when partners are present.

Materials

Rifle range (improvise if you have to), Daisy pellet rifle, pellets, targets - 15 ft. indoor (improvise on ditto machine and save good ones for tournament), target backstops, shooting benches (use chairs if you have to), shooting pads for prone, kneeling, and sitting positions, improvise from old carpets or blankets), shooting sand bags for rifle rests on shooting benches, film or filmstrips, Nebraska shooting program materials, National Rifle Association materials, speakers.

B. Archery

Goals

To familiarize the students with the sport of archery hunting, and to teach them the physical and mental skills that must be acquired and achieved before they can hunt using this method.

Objectives

1. Students will demonstrate the established principles of archery safety.
2. The students will learn what is good archery equipment and which is bad equipment unsafe for use.
3. The students will learn the newest techniques and skills of achieving accuracy and will have a chance to compete with these skills.
4. The students will learn how to properly care for archery equipment and how to make much of their own equipment.
5. The students will learn what safety equipment devices are needed.

Activities

1. Guest speakers.
2. How to pick the right arrows.
3. Shooting techniques.
4. Actual shooting.

Materials

Catalogs; archery equipment - bows, arrows, targets, target faces, stringer; archery handbook; hunting equipment; sporting goods dealer and equipment.

C. Making Rods, Lures and Fly Tying

Goals

The student will learn to make equipment of their own. This leads to many hours of leisure time activity as well as the development of great pride and mastery of the arts of fishing.

Objectives

The student will learn:

1. Fishing rods of various kinds.
2. Fishing lures of various kinds.
3. A variety of wet and dry flies.

Activities

The class is shown various rods and then the class could be taught how to wrap rod guides using thread, rod guides, and pieces of ¼ dowling.

Have a guest speaker on rod making. The class could be shown the art of lure making; showing the assorted materials needed and how to improvise homemade lures. Class time could be given for the students to make lures. Have a guest speaker on fly tying. Have a class workshop - the student could have his choice of making a rod (furnish his own materials), lure making, or fly tying.

Materials

Rod making materials: corks, reel seats, glue, guides, rod tips, rod wrapping kits, glu-bod finish, ¼ dowling.

Lure making equipment: wire, pliers, spinner blades, seviels and blades, hooks, beads.

Fly Tying: vices, thread, whip finishers, head cement, assorted hackles, body wrap, wing feathers, hooks (assorted sizes)

Guest speakers.

D. Survival Education and Emergency Preparedness

Goals

The goal of this unit is to make the student aware of some of the problems he/she is likely to encounter in their transition from city living to outdoor living. To teach the student to plan and prepare for those potential dangers before embarking on an outdoor activity. You might say that the goal is to teach "prevention" of the real survival experience.

Objectives

The objectives of this unit are related through the following questions that students are taught to ask themselves before embarking on an outing.

1. Have I left a trip itinerary with my parents or guardian?
2. Can my body take the strain and punishment this trip will demand?
3. Will I have sufficient energy foods to replace what my body uses?
4. Will I reserve food for any unexpected delay or emergency?
5. What will I use for warmth, extra clothing, and fire building?
6. What can I use for shelter if I get caught in a storm?
7. Are my boots and equipment adequate for the trip?
8. What is my knowledge of mountain first aid techniques?

Activities

Discussion: Why survival education?
Demonstrations of all survival gear that should be carried in an automobile and also on one's person. STRESS EMERGENCY PREPAREDNESS.
Trip planning. Develop natural shelters and improvising shelters.
Explanation on how to use storm kits. Improvising field experiences.
Brainstorming - class activity. Pre-survival experiments: wool vs. cotton clothing; fire starts - pitch vs. can heat, flint rubbing sticks.
Overnight survival experience. Standard and mountain first aid techniques.

Materials

Rescue storm kit; books on problems, solutions, and guidelines of emergency. Films: Hypethermia and Mountains Don't Care by Nature's Rules. Guest speakers.

4. CLASSROOM AND FIELD EXPERIENCE

A. Methods and types of game fishing

Goals

To familiarize the students with all the different types of game fishing in Nebraska and the various methods of catching them.

Objectives

The students will learn:

1. How to fly fish for the various species of fish.
2. How to spin-fish for the various species of fish.
3. How to spin cast for the various species of fish.

Activities

The students learn to tie the various knots used in the various forms of fishing and learn the various methods of rigging leaders, weight, and line. The students learn how to fly cast, spin cast, bait cast, and other casting types. Targets are used and obstacle courses are developed. Competition could also be incorporated if one would like to include it in a program. The students learn the different types of game fishing and the methods used in catching them. Types of fishing, Trout, Bass, Crappie, many others. Guest speakers. Fishing trip - one day or weekend.

Materials

Leader material, hooks - various sizes, casting outfits - bait, spincast fly, casting targets, casting plugs, other fishing equipment, guest speakers, films.

B. Backpacking

Goals

The goal of this unit is to provide the student with a fundamental understanding of the joys and techniques of hiking and backpacking. Again it is hoped that the student will grow to love this sport and empathize with all the philosophical, psychological, and ecological relationships involved.

Objectives

1. The student will learn backpacking safety.
2. The "how" of backpacking.
3. The fun and enjoyment associated with the sports of hiking and backpacking.
4. The knowledge related in this unit through actual field experience.
5. To become "ecologically minded".
6. To practice emergency preparedness and mountain first aid.

Activities

Classroom activity is composed of discussions, lectures, films, demonstrations, guest speakers, and field experience.
Topics covered include: clothing, food, shelter, equipment, trail cooking and trail foods, packs, sleeping bags, map and compass, etc.
Reading assignments: In any of the books listed in the resource list.

Materials

Textbooks, films, equipment, guest speakers, handouts, samples of food, equipment, etc.

C. The Outdoor Experience and Man

Goals

The goal of this unit sets the theme for the class. The students should come to grasp with man's relationship to his environment and the relationship between all life cycles and man's effect upon them. He should also become aware of man's need for recreational enjoyment and relaxation as well as the wonderful social experience to be had between people sharing and empathizing with the great outdoors and all its natural beauty and serenity.

Objectives

The student will learn that:

1. Man is dependent upon his environment for life.
2. Man needs leisure time activities which completely remove him mentally from his daily routine.
3. Man must fight for open space, blue skies, clean air, and clean water, and the preservation of our nation's recreational and wilderness areas.
4. Man needs lifetime recreational pursuits.
5. Fun and adventure are two admirable goals in living the "good life."
6. The aesthetic experience in the outdoors increases as one's knowledge of his natural surroundings increase.
7. The outdoors is truly a religion of its own, it is addictive--Don't beware--get hooked.

Activities

1. Class lecture and discussion relating to the objectives of this unit.
2. A series of slides relating to these objectives.
3. A nature walk pointing out life cycles and their relationships. The student is assigned to do a notebook identifying the wild plants and trees along the schools land.
4. A class hike to an outdoor area which is very unstructured and where the students can spend a whole hour just getting away from it all in any manner they wish.
5. The activities of this unit are determined by the class makeup and the instructor must be very sensitive to this.

Materials

Handouts on anything relating to the topic or that seems adaptable to this unit.

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I. INTRODUCTION

The suggestions listed as possible physical education programs for a senior high school are done so with the following philosophy in mind.

That we expose our youth to many "life time" activities with the hope that they may pursue one or more activities as a form of recreation in their years to come. It is our intent that we expose them to as many activities as possible and that they will seek further instruction on their own.

II. PROGRAM

The students will be exposed to the activities with only the instruction that can be given at the time of the actual activity. A sample semester will be given on the following pages.

Keep in mind that this is a co-educational elective off-campus Physical Education Program. It is recommended for seniors but could be offered to lower grades. The class is designed to meet every Monday, Wednesday, Friday or Tuesday, Thursday. The instructor will have to be creative if the listed activities are not available.

18 Week Semester

Week	Monday	Wednesday	Friday
1	Introduction	Swimming	Swimming
2	Swimming	Swimming	Par 3 Golf $2
3	Putt-Putt Golf	Putt-Putt Golf	Par 3 Golf $2
4	Outdoor Ed-Camping $12 Mon. Tues. Wed.	Field Trip	Canoeing
5	Riflery	Riflery	Riflery
6	Shotgun Trap shooting	Shotgun Trap shooting	Shotgun Trap shooting
7	Archery	Archery	Archery
8	Hiking (free)	Bike Hike (free)	Canoeing $1
9	Hiking (free)	Bike Hike (free)	Fishing (free)
10	Pocket Billiards	Pocket Billiards	Fishing

Week	Monday	Wednesday	Friday
11	Golf	Canoeing	Cook Out (free) Bring own food
12	Roller skating	Bowling	Horseback riding
13	Roller skating	Roller skating	Horseback riding
14	Pocket Billiards	Bowling	Bowling
15	Hiking	Bowling	Tour college P. E. Department
16	Ice skating	Ice skating	Roller skating
17	Cross Country Skiing	Cross Country Skiing	Cross Country Skiing
18	Ice skating	Bowling	Tobogganning